

2011-12 Academic Council Department Goals

At this year's Academic Council retreat we began the process of goalsetting based on our progress toward meeting last year's goals and the goals of the Strategic Plan. Below your department title, please add your goals for 2011-12. These are due by September 30th.

Counseling Department

Goal: To increase student use of Family Connection in the college planning process.

English Department

Department Goal: *To increase students' reading comprehension through more deliberate instruction and practice in close critical reading and comprehension strategies.*

In the spring of 2010, the department articulated the content and the common terminology to be included in a four-year sequential program in close critical reading. Members determined unanimously that the materials (the selection of the particular literature) will remain the choice of each individual teacher, according to strengths and needs; but the topics and terminology to be have been unified and ratified by the whole department. (See below: MCHS English Sequential Reading Program)

In the fall of 2010, the department articulated the Action Plan (using the SMART Format distributed by Mike) by which to implement, develop, and measure the results of the various elements involved in achieving this goal. Several department meetings this year (2010-2011) have included analytical discussions of our students' progress in close reading, meaningful annotation, and comprehension, as measured by their questions, their discussions, their annotations, and their essays. Additional data for examination include PSAT reading scores and PowerGrade. (See below: MCHS English Strategic Plan Goal)

In order to exact a more concrete measure of achievement across all four grade levels, the department decided to create a Reading Comprehension assessment for each grade level, in the style of the PSAT/SAT. Using grade-appropriate excerpts from reading comprehension workbooks, members worked in grade- level teams to create a 20-item multiple-choice reading comprehension assessment for each separate grade level, English 9 through 12. Both programs, college preparatory and honors, will receive the same grade-level assessment.

Because it is a green and gold day, when teachers will meet with all of their classes in one day, Monday, March 7 was selected as the day to administer this school-wide assessment during each period. Students will be given the whole period (45 minutes) to complete the assessment. This time allotment allows for extra time for those SAS students who receive it. The department established common protocols for the administration of this assessment (published in Department Meeting Minutes, February 17, 2011). This first administration of the assessment will establish a baseline measurement for a longitudinal study that will track trends and results of our critical reading program over time.

Following the scoring of all tests, in the late spring of 2011, members analyzed

at a department meeting the results, by grade level and across all four levels, and interpreted their indications in order to determine next steps. **Essential Maps** will eventually reflect the decisions that emerge from this process.

In the **fall of 2011**, the department will focus on critical reading: content, skills, assessments, and alignment, through the process of Essential Mapping

Math Department

To increase student math comprehension by analyzing specific learning outcomes for each course through the use of curriculum mapper, essential maps and state core standards.

To create and manage a Mathematics lab as a resource for students who show deficiencies in course content. In addition review to purchase remediation software to help meet the gap due to the different levels of student admissions

To propose and develop a new course for incoming Freshman to close the gap in their mastery of mathematical concepts and real world problems and prepare them to become life-long learners and effective communicators.

Modern Language Department

The department's goal is to create an appreciation for the language and cultures of the Hispanic world. The use of Curriculum mapping, Essential Maps and State Standards will be useful in eliminating the gap which occurs between transitional levels within the curriculum.

PE Department

Science Department

Social Studies Department

Department Goals (from 9/21/10)

A. Digital Curriculum – especially for WH and US

- 1) course of action: need to have a set curriculum/syllabus with units/topics to be covered
- 2) members will conduct “e-exploration” for resources; sites; videos; primary source documents; etc.

Doing well on this – In the process of checking for on-line curriculum for US starting next year; Gov, Am in the 60s and Econ classes are currently digital curriculum with the help from LibGuides (thank you Anne!)

B. Develop common assessments

- 1) teachers of the same course will meet to create common assessments for

semester exams and major projects completed

2) to accomplish this, we need to be clear on the desired learning goal(s)

3) UbD (Backwards planning) will be used to determine a list of “must knows”

As a Dept, we will review each others semester exams – not necessarily to use the same test, but to become more aware of the types of questions asked (Bloom’s taxonomy) so exams are more consistent within the same course, regardless of the teacher

C. Look to eliminate redundancies across courses, with the understanding that not all redundancies should be eliminated. We need to check for comprehension when a concept (content) is repeated, and if mastery isn’t demonstrated, it needs to be re-taught. Additionally, some content is repeated, but more in-depth (higher order thinking).

1) Have curriculum maps current, accurate and uniform

2) Compare maps within common subjects (WH to US to Gov).

3) Look for ways to incorporate Econ into courses

4) Review primary sources used in courses and evaluate the depth required for student understanding (can scaffolding be used for better understanding by students?)

5) Is there a building of skills towards higher order thinking when there are redundancies?

6) Create a GoogleDoc for primary sources

Both C and D will develop from our Essential maps, which we are making good progress on

D. Explore expanding course offerings in the next couple of years

1) Public Speaking class?

2) Have a Psych 1 and Psych 2 classes

3) Public Policy Issues/Close-Up class?

4) Pre-law class tied to Mock Trial

5) International Policy/Economics class with stipulation that everyone participate in the Fed Reserve activity (Petar) (would cover econ requirement)

Priority is a class to include the Close Up experience and one that ties to Mock Trial

TAMA Department

Theology Department

VAPA Department

**2010-11 Academic Council
Department Goals Progress Report**

In August 2010, Department Chairs consulted with their department members to develop goals in alignment with the school’s 2010-2015 Strategic Plan goals.

Department Goals were meant to be specific, measurable, achievable, results-oriented, and time-bound. In March of 2011, departments reported on the status of the work on meeting those goals. That progress is listed below:

Math Department Goals/Progress Report

#1: Decrease the number of zero grades, i.e., assignments not turned in.

There seems to be a correlation between the number of homework zeros and failing grades. Thus, it is in the students' best interest to minimize such zeros.

Strategy: When a student does not turn in the day's homework, she is required to come in after school to complete it. If he fails to show up, he receives a detention for ignoring a teacher's instructions.

Results: Feedback from two teachers suggest that this had the desired effect of reducing (albeit not eliminating) homework zeros. This thesis was inadvertently tested recently. When some teachers were called to teach an extra course, their ability to consistently enforce this decreased, and zeros re-appeared with increased frequency.

#2: Incorporate Geometer's Sketchpad more throughout the curriculum.

(A little background first: Until this year, it was used almost exclusively in the Geometry courses.)

This has met with some pushback from the student body (no surprise); some students claim to have never seen it, and some claim that it does not exist on their machines. It has been introduced to Algebra 1, Honors Frosh Algebra, and Algebra 2 to some extent, however.

Proposal:

We asked that an introduction to the software to be part of tech camp. It need not be in-depth; we have a straightforward activity as a suggestion.

#3: Increase the number of online resources for students available outside of class.

Teachers are making an overt effort to find videos, and other online resources, to post on Moodle for students to access on their own time. The intention is for them to serve as tutorials for student having trouble on homework assignments, or as introductions to topics to be presented the next day.

Modern Language Goals/Progress Report

Goal: Easier transition from level to level

The development of the Native Speaker course is designed to offset as is an agreed upon list of content among instructors. Through the essential mapping process the department is focused on the alignment of curriculum.

The department attempts to provide additional support but feels encumbered by class size, not enough time during 1:1 help for students, teachers taking on role of “parent”, kids not showing up to tutoring. Perhaps a summer program could help student “beef up” skills or not return.

PE Goals/Progress Report

GOAL: Focus on social development as a focus within the curriculum.

GOAL: Continuing to find ways to grade/assess student effort.

GOAL: Focus on freshmen courses and assisting in improving student motivation.

Science Goals/Progress Report

GOAL: STEM focus by collaborating with Math department regarding needed math skills in science courses.

GOAL: Focus on scope/sequence across all courses including the commonality/alignment of labs in both life and physical science courses. Hone in on specific skills for each course: math skills in chemistry, working with lower ability students in conceptual physics, and freshman skills in biology.

Social Studies Goals/Progress Report

No goals recorded.

TAMA Goals/Progress Report

GOAL #1: *Incorporate design principles in all media arts classes.*

Late last year we investigated what if any overarching concepts were evident in the media arts classes. What was the common denominator for these classes? There was a desire on Brooke's part to have students entering Yearbook with a better sense of the basic design principles. We determined that the “Elements & Principles of Design” could be highlighted more thoroughly in Digital Graphics, Photography, Web Design. These concepts were mostly missing from Digital Graphics as the emphasis was mostly on the software mastery.

STATUS: Digital Graphics course implemented unit on Design Principles and Digital Photography provided more emphasis of these techniques in the photo-journalism unit.

GOAL #2: *Develop STEM Certificate sequence/Sequencing for Design Classes*

With the recent development of a more defined STEM program, TAMA has begun to determine what series/sequence of courses from our department might be part of a special STEM certificate to be awarded at graduation. This certificate will acknowledge

students who have excelled in STEM-centric classes during their time at Moreau. (This may also provide incentive for students to enroll in TAMA courses in light of the likely elimination of the TAMA graduation requirement.)

TAMA members have been discussing a potential new course that would accommodate the intermediate/advanced photographer and digital artist.

STATUS:

GOAL #3: *Develop Challenge/Project-based Learning Project for all TAMA/STEM classes to contribute/collaborate on.*

This idea was originally intended for use exclusively in TAMA. Our largely project-based courses lend themselves to participation in a collaborative project that leverages the strengths of each of our disciplines. Concept presented to STEM departments as “Project Moreau: Mission Blvd “

STATUS: Digital Graphics/Photography/Film & Video Arts/Robotics hope to contribute in some way before end of year. Math department has already posted lesson plan utilizing

Theology Goals/Status Report

Goals are imposed by the USCCB framework:

WCEA “Catholic Identity” Categories (review & preparation)

1. Theology Curriculum
 - a. Assimilation and Expansion of “Sophomore Christology” into “Frosh Theology” curriculum
 - b. Creation of “Church History” outline and model framework
 - c. Course Correlation and Alignment with USCCB framework both course wide and sequentially

HOLY CROSS MISSION ASSESSMENT

1. Holy Cross “Identity” & “Formation” (language, explicit assignments & incorporation in retreat program)
2. Retreat Program
 - a. Forthcoming new Tuition Model
 - b. Revamping the Frosh Retreat (day long) with ALL 9th grade teacher involvement
 - c. Sophomore Immersion expanded to include St. Vincent de Paul in Oakland in Fall 2011

Update Status: Fall 2011

1. New Frosh Retreat and New Sophomore Immersion Program Site are underway and so far successful. Full review at end of semester.
2. Frosh Curriculum incorporation of “Christology” complete. Review needed for e-textbook
3. First semester of “Church History”. Full review of course at end of semester.
4. Ongoing curriculum correlation with USCCB framework in preparation for WASC/

New Goals for 2011-2012

1. Implementation of CCS reflection/curriculum component in Frosh Theology, with future goal of CCS reflections in ALL theology courses
2. Re-examination of "Christian Spirituality" Course (Course Name, Sequence, Content, Curriculum Units, U.C. eligibility requirements)
3. Introduction of E-portfolio's in Frosh Theology

VAPA Goals/Status Report

This year the department made a commitment to invest heavily in our marketing—the idea of "Telling Our Story." This focus stemmed from two main sources: the increasing difficulty of maintaining retention of students in arts classes at an institution with such a high number of required classes, and the theatre renovation project which we knew would demand a major portion of our time and efforts.

Progress on Dept goals:

1. **Focus on marketing individual instructors in dept as working professionals in their specific fields.**

The phrase, "those who can not do, teach" is applied to the arts education far too frequently. However, all of the teachers in our department are also professional artists. We teach *what* we do, we teach because of our love for our art and our commitment to perpetuate the arts.

Status: The Arts section of the Moreau website includes individual sections for each arts instructor that includes educational background and concise professional bios.

2. **Identify targeted frosh enrollment numbers necessary for sustainment and successful growth of quality sequential VAPA courses.**

Status: This goal has not yet been addressed- we have a target list set for May 2011.

3. Find data connecting increased standardized tests scores and/or GPAs with student participation in arts.

Status: Statistics have been compiled, shared and passed on to IA for inclusion in future publications and on the arts section of the Moreau Catholic website. There is a split among department members regarding how this information should be used. There have been a few articles that dispute the connection between test scores and the arts. Some department members are concerned about this information being used "against us" so to speak.

4. **Increased marketing on the Moreau Catholic website.**

Status: Each program has a separate section under the "arts" quick link on the

Moreau website. Included items: updated photos, event calendars, multi-media projects, faculty bios, links to other pertinent sites, etc.

5. **Revamp department mission statement.**

Status: Completed Department Philosophy:

The Moreau Catholic High School Visual and Performing Arts Department boasts UC eligible course offerings for each of the five major arts disciplines: choral music, dance, instrumental music, theater and visual art. Our programs are designed to encourage students to participate for all four years of high school in comprehensive curriculums that enable them to reach their full artistic and academic potentials. The instructors are all professional artists in their fields who share a commitment to teaching their respective disciplines as art forms.

Art is embedded in the social fabric of every culture, so must arts education be seen as a necessary requirement for the development of our students as global citizens. It is through the study of the arts that students learn to understand and to pursue quality, to be expressive and responsive, to exercise their imaginations, and to be interested in the visions and inventions of others.